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Poetry.

For the Boston Recorder.

LINES.

Suggested by the death of Miss NANCY TRASK,

daughter of Mr. Israel Trask, of Beverly.

While faint each morn'g thought oppress'd,
And said, "O Lord, 'tis well!"
A father's feelings moved his breast,
And fast the tear-drops fell.

How kind and kind was her heart,
The father and the mother;
And hence, though faint and ill, impart,
Yet fast the tear-drops fell.

He called to mind her loveliness,
In childhood and in youth;
Her prattling tongue and kind caress;
Her gentleness and truth;

The virtues which her ripen'd years,
In lovely lines displayed;
Her joy at others' woe; her tears
For the afflicted shed.

How, when the hand which brings disease,
Was on her mother laid;
She watched, with angel-tenderness,
Around the dying bed;

And how a sister's pious soul soothed,
When sickness did bedevil;
Watched o'er her dying life, and smooth'd
Her pillow, when she died;

And o'er his heart, in each sad scene,
He'd a consoling power;
And shed religion's lovely sheen,
Upon the darkest hour.

All this, and more, he called to mind;
But said, "O Lord, 'tis well!"
Yet, though his spirit was resign'd,
Still, fast the tear-drops fell.

The right to weep, at such an hour;
And friends for friends should feel;
O, who would quell affection's power,
And turn the heart to steel?

When Mary wept a brother dead,
Of whom 'twas said, he slept,
What sympathetic tears were shed!
'Tis written, "O Lord, 'tis well!"

Then may the father's tears be fall,
As nature prompts them to;
And we, who know her worth, may all,
Her memory bleed;

And sympathetic tears be shed;
While consolation is given;
That she, with all the pious dead,
Is happy, now, in heaven.

From the Boston Recorder, Oct. 27, 1835.

Education.

From the New York Observer.

DR. HUMPHREY'S THOUGHTS ON

EDUCATION.—NO. I.

'Education! Thoughts on education! What

new thoughts can any body have to offer, at

this time of day, upon the most hackneyed

subject in the world? Very few, if any, perhaps;

and what of that? It sometimes happens, that

in the rage for new thoughts and new plans

and new patents, the old are repudiated; not

because they have lost any of their intrinsic

value, but to gratify the ever restless love of

novelty, and to show how much wiser we are

than all former generations. I am so far from

being an enemy to new thoughts and plans for

the intellectual and moral improvement of so-

ciety, that I should be extremely glad to have

more of them suggested to my own mind than

I fear are ever likely to be; and I could easily

writing and labors in the various departments

of education entitle them richly to the gratitude

of their country. The mere necessity of any

thing, however, does not prove that it ought

to be received and adopted; nor its *oldness* that

it ought to be rejected. A new house may be

vastly handsomer than the old one, which was

pulled down to make room for it, and yet not

be half so convenient, or durable. And if

some new and showy style of architecture were

to come into general favor, to the exclusion,

for a time, of both the Grecian and Gothic or-

ders, because they are so old-fashioned, would

that prove the new to be either more solid or

more beautiful?

Homer is a very old poet. In English litera-

ture, Shakespeare and Milton are old writers,

and the poetry of the Bible is older than the

first itself; but are all these esteemed and

valued by the new and old binding of the nine-

teenth century? With me, I confess, (as is

wont to be the case with men of stereotyped

notions,) it is rather a recommendation of any

thing which I have learned, or at least, which

I seem to myself to have learned, is, that

the most valuable thoughts on every subject

are likely to be the most recent, and that

whatever is common-place, has become so on

account of its conveying some sentiment of

peculiar interest or importance. What can be

more perfectly thread-bare than the couplet,

"'Tis education forms the common mind—"

"Just as the twig is bent, the tree's inclined?"

And what other reason can be assigned for its

being worn out, but that it is so striking and

so true? At the same time, no one whose

opinion is entitled to any regard, will pretend

to say that all the improvements have been

made in any branch of education, which are

to be hoped for. For whatever quarter we

turn our eyes, a wide field is yet open before

us. In regard to the thoughts which I propose

to offer on the subject, I shall not trouble myself

to inquire whether they are *old* or *new*, and

for two reasons. In the first place, it would

often be impossible for me to tell, whether I

have derived them from books, or from obser-

vation and reflection; and in the next place, I

am sure the main question with the patrons of

the Observer will be, not whether the sugges-

tions were ever made before, but whether they

are worth being read and remembered. As

the institution with which I am connected has

paramount claims to my time and strength,

and as I have sketched no outline of these

papers, I cannot foresee how often they will ap-

pear, or to what topics they will be chiefly

confined, or how much space they will occupy.

Nothing like system and method of discussion

will be attempted. Some points I shall, in

probability, pass over entirely. Others will be

merely glanced at, and upon others more time

and thought will be bestowed. In every at-

tempt of this sort, first principles are entitled

to a good share of attention; family and popu-

lar education put in their respective claims;

and in the present instance, it will probably be

expected that I should devote more time to our

higher branches of learning, than to any other

branch of the subject.

I hardly know of a general term so compre-

hensive as *EDUCATION*.

It is much more so than law, or politics—

than government or religion. Very few seem

to be aware how much it means—how many

things it includes. What is ordinarily called

a *good education*, a *fine education*, a *finished*

education, and the like, may be extremely de-

fective in many important respects. It may

not have been commenced early enough in the

nursery. It may have been subsequently ne-

glected or badly conducted in the family. It

may have regarded the child mainly as an in-

stance of the conscience or the heart. It may

have left the will untrained and all the moral

passions without any adequate restraint. A

person who has no aim beyond the farm, or

the mechanic's shop, is said to be well educated

when he can read and write and use figures

well; when he knows how to cultivate the

land, or has been faithfully initiated into the

mysteries of his trade; although he may never

have been taught to "fear God and keep his

commandments." It is said of a school mas-

ter, an engineer, a merchant, a lawyer, a phy-

sician, a clergyman, a professor, or a states-

man, that he is well educated, when he has

enjoyed good advantages in the schools and is

thoroughly acquainted with his business or

profession. How strange would it sound for

any body to deny, that Voltaire and Rousseau,

that Homer and Gibbon were well educated

men! And yet there must have been some

great deficiency in their early training, or they

would not have been extremely unteachable on

some important points.

You shall take a young man of good talents

and studious habits, and give him the best ad-

vantages to expand and enrich his mind with

science and literature, and almost every body

will exclaim, "What a finished education!"

without stopping to inquire whether any pains

have been taken to imbue his mind with the

fear of the Lord, which is the beginning of

wisdom and knowledge." Let this last be

superadded to liberal attainments, and good men

will pronounce his education complete, al-

though his health may have been so much ne-

glected, as to consign him to an early grave.

The great thing in education, as well as in

architecture, is *symmetry*. Justness of pro-

portion must be studied and maintained between

the physical, intellectual and moral constituents

of our nature, in the one case, as well as be-

tween the columns, friezes, capitals and por-

tics in the other. As the ideal perfection of

an Apollo consists in the perfection of every

limb and muscle, and in the exact proportion

of each such and such a part of his body, so it

is in education. What we want, is a sound

and cultivated mind, in a sound and healthy

body; both being brought under the entire control

of an enlightened conscience and a good heart.

A perfect education is not perhaps ever to be

hoped for in the present world. But we can

conceive what it would be, and the conception

may be of use to us. It would secure the best

attainable degree of physical energy, health

and longevity, by a proper course of training

from infancy to manhood. It would prescribe

to the scholar enough of air and exercise to

give him solid muscular stamina, a full chest

and strong arterial action—just enough to keep

all the vital energies in full play, and to pre-

serve the healthy ministrations of all the bodily

functions. It would begin to enlighten, expand

and strengthen the mind of the child, at the

right moment—would pour in knowledge just

as fast as it could be received and treasured up,

and no faster—would assist it just enough to

overcome difficulties, and not an ounce too

much—would arrange the whole course of

studies so as to adapt them in the best possi-

ble manner to the age, taste and capacities of

the learner—would so adjust all parts of the

system, as to be just to every faculty, and to

preserve a perfect equilibrium and harmony of

action throughout—so, in fine, as to train up

the intellect to the highest strength and ma-

turity of which it is susceptible, and to enrich

it with the greatest amount and variety of useful

knowledge. In the mean time, the heart, the

conscience and the affections would never be

lost sight of for a single moment; but every

thing would be done which it is possible to do,

to cheer the young man of the direct and in-

spire him against temptation—to inspire him

with the fear and love of God, and to

nurture up to their full maturity all the moral

faculties of the soul.

Something like this would be a *perfect* edu-

cation. And although it may never be real-

ized, even in the millennium, there is a great

deal yet to be learned, both in the science

and the art of training up the youthful genera-

tions that will tread upon our ashes.

Miscellany.

INTERESTING TRIAL FOR MURDER.

Extract from an article under the head, "The Northern

Circuit," in the last number of Blackwood's

Magazine.

The last trial of interest that I witnessed in

the Crown Court was one which took place on

the next day, or the day after. It was that of

a man for the murder of his wife. He seemed

about 35 years of age, and was dressed in re-

spectable mourning. He stood at the bar with an

air at once of firmness and depression. He was

a little under the average height, and his

countenance rather prepossessing than other-

wise.—From the evidence in chief of the first

two witnesses it would have appeared clear

that he had been guilty of a most barbarous

murder. On their depositions before the cor-

oner a verdict of manslaughter only had been

returned, but in reading them, Mr. Justice

Patteson had felt it his duty to instruct the

grand jury to bring in a bill for murder—a step

which seemed most amply justified by the

evidence which they now gave. It appeared

from the testimony that the deceased had been

very far advanced in pregnancy; that the pris-

oner had some dispute with her—being a

most violent man, they said—and knocked her

down, her head falling against the corner

of a chest of drawers, which cut it open, and

the wound bled profusely; and that, while

she was thus prostrate and insensible the pris-

oner furiously kicked and struck her repeated-

ly; death, on the same evening, or the evening

after, I forget which, being the consequence.

As far as this evidence went, nothing, of

course, could have been more brutal than the

conduct of the prisoner; but, on cross-exami-

nation of the first witness, a very different

old woman, the mother of the deceased, and

who gave her evidence manifestly under the

influence of the most bitter resentment towards

the prisoner, the case began to assume a very

different aspect. It was wrong from her after